

**REPORT
OF
CENTRAL ADVISORY BOARD OF
EDUCATION (CABE) COMMITTEE
ON
PHYSICAL EDUCATION & SPORTS**



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**REPORT OF THE CABE COMMITTEE
ON SPORTS AND PHYSICAL EDUCATION**

A Committee of the Central Advisory Board of Education was set up under the Chairmanship of Shri. K.P. Singh Deo, Minister of State for Information and Broadcasting by the Department of Education, Ministry of Human Resource Development, Govt of India vide their order No.F.8-36/92-PN.I dated 3rd May, 1993 (Annexure -I) to suggest ways and means of integrating physical education and sports with the learning process.

The Committee had the following terms of reference:

"To examine and suggest:

- measures for making sports and physical education including yoga an integral part of the learning process at all stages,
- incentive measures for both students and teachers to take up sports and physical education activities and
- measures for developing low cost sports and physical education infrastructure in schools and colleges and its optimal utilisation "

The Committee has deliberated on the subject in three meetings on 17.8.1993, 20.9.1993 and 11.10.1993. Members who have participated in the deliberations of the Committee are listed in Annexure II.

Policy Framework

Health education and physical education have been accepted by the policy framers as an essential and very important part of educational activity in schools and colleges. There has been unanimous appreciation that a healthy mind dwells in a healthy body and, therefore, physical and mental developments go together. Participation in games and sports improves the health of the participant and improves his motor qualities and responses. Even more importantly, active participation in games and sports fosters the attitude of sportsmanship, fairness and team spirit. It has been internationally recognised since long that if the schools and colleges do not provide outlet for the youth in a constructive and healthy manner through sports and games, the youth get into the habit of idling.

As early as 1904 the resolution of the Government of India on Educational Policy stated that each school should compulsarily ensure health and recreation of the pupils and only such schools can be eligible to be ranked as recognised schools. The Calcutta University Commission (1917-19) envisaged that there should be a Director of Physical Training holding the rank of a Professor. The Physical Education Committee of the Government of Bombay in 1937 envisaged that "physical education and intellectual education are complementary to each other and must be integrated.. in such a way as to form an organic whole". The Physical Education Committee of the Government of Bombay (1945-46) recommended that physical education should have the status of a major subject and be allotted a daily period of at least 40

minutes. It also stated that schools must procure playgrounds within a stipulated time, failing which recognition should be withdrawn. The Conference of Education Ministers of States in 1956, 1959 and 1964 recommended that greater attention should be given to physical education, games and sports. High priority should be given to the provision of playgrounds in educational institutions and adequate funds should be provided for this purpose and also that physical exercises, sports and games must be provided for every student.

Radhakrishnan Commission (The University Education Commission) 1948-49 recommended a strong programme of physical education and sports in universities and colleges. After observing that "a sound mind dwells in a sound body" it recommended that "we may say there is lack of interest both on the part of the students and the authorities, insufficient trained personnel, dearth of playgrounds and equipment, poverty of students, absence of organisation, poor types of programme, small variety of games, conflict with academic work and inconvenience of time.....It is hardly necessary to dwell hereupon the importance of organised physical training and games. Man is one being and cannot be educated in artificial segments. His mental and moral nature is interlocked with his physical well being." It went on to recommend that "each university should appoint properly qualified Director of Physical Education who should have the status of a Head of the Department. There must be provision of adequate gymnasias, playgrounds and physical facilities in universities. Two years of physical education should be required of all

university students except the physically unfit and those in the cadet corps."

The Mudaliar Commission (Secondary Education Commission) 1952-53 recommended that "physical education, group games and individual physical exercises should be given, no doubt, in the school under the supervision of Director of Physical Education We recommend that all teachers or at least those below the age of 40 should actively participate in many of the activities of physical education and thus make it a living part of the total school programme instead of being a side issue entrusted to an isolated member of the staff.....We place special value on group games as they help to mould character of students in addition to affording recreational facilities and contributing to their physical well being."

The Kothari Commission (Education Commission) 1964-66 recommended that "it must be emphasised that such education contributes not only to physical fitness but also to physical efficiency, mental alertness, development of certain qualities like perservance, team spirit, leadership, obedience to rules, moderation in victory and balance in defeat....physical education should include developmental exercises, rhythmic activity, sports and games, outing activities and group handling activities.....simpler activities should be introduced in the early classes, more advanced ones should be gradually provided as boys and girls become more and more mature"

Soon after the report of the Kothari Commission, National Policy on Education was enunciated in 1968 and it specified "games and sports should be developed on a large scale with the object of improving the physical fitness and sportmanship of the average student as well as of those who excel in this department. Where playing field and other facilities for developing a nationwide programme of physical education do not exist, these should be provided on a priority basis.

The National Sports Policy (1984) emphasised the need for making sports and physical education an integral part of the curriculum as a regular subject in the schools. This resolve was further strengthened and reiterated in the National Policy of Education (1986) which calls for making sports and Physical education an integral part of the learning process and provides for its inclusion in the evaluation of performance. The National Policy on Education underlined the need for a nationwide infrastructure consisting of playfields, equipments, coaches and teachers of physical education as part of the school improvement programme. This has been reiterated in the National Policy on Education, 1992.

The postulates of the National Policy on Education were sought to be defined as implementable programme through the Programme of Action (POA). The POA spell out the following programmes and objectives for the school stage :

- (i) In deciding the curriculum load, the need to allocate sufficient time to sports and physical education should be kept in mind.

- (ii) Physical Education and Yoga should be introduced for at least 45 minutes per day, preferably just after assembly.
- (iii) Approved games should be included in the school time table for at least two periods in a week.
- (iv) Special incentives will need to be given to students who perform well in sports and games.
- (v) Special incentives may be considered for subject teachers who perform extra duty in conducting classes in Physical Education, Yoga, Sports and Games.
- (vi) Basic equipment, such as Footballs and Volleyballs may be provided to each school. Similarly, some amount of contingency may be provided to each school.
- (vii) A scheme for creation and improvement of playgrounds should be taken up on a phased basis under Jawahar Rojgar Yojana.
- (viii) An intensive and extensive programme of teachers training to equip all subject teachers with the necessary skills to impart training in Physical Education, Games and Yoga will be necessary.
- (ix) The present programme to train and recruit Physical Education teachers for high schools should be expanded.
- (x) New schools may be established/recognised only if playgrounds are available.
- (xi) A comprehensive system of Inter-school tournaments and championships in selected disciplines should be introduced over a period of time, which should culminate in a National Schools Championship.

(xii) Special cash awards to winning schools and a special system of incentives for successful athletes also needs to be introduced.

For the university level, the Programme of Action (POA) makes the following recommendations :

- (i) Special incentives be given for athletes and sportspersons in select disciplines to enable them to continue their studies.
- (ii) A phased programme to develop infrastructure facilities for sports and games, including sports sciences and sports medicine support, may be undertaken.
- (iii) Appointment of physical education teachers and coaches in selected disciplines in Universities equipped with adequate infrastructure should be taken up on a phased basis.
- (iv) A comprehensive system for inter college and Inter University tournaments and championships should be introduced in a phased manner. Necessary financial incentives to hold these tournaments should also be provided.

The NCERT developed the national curriculum for elementary and secondary education in 1988 to reflect the postulates of the National Policy on Education and the Programme of Action, 1986. The main thrust of this exercise was to provide for the national core-curriculum in the school syllabi as postulated in the National Policy and to integrate physical education with the academic programme in the schools. The core-curriculum states that "health and physical education and sports should be an integral part of the learning process and be included in the

evaluation of performance." It underlines the important place of mental and emotional health in addition to physical health. It also states that amongst the sports and games activities, due stress should be made on indigenous traditional games. As a system which promotes integral development of body and mind, yoga should receive special attention. The core-curriculum envisages 10% of the time in the school time-table for health and physical education at primary stage, 10% at upper primary stage and 9% at secondary stage.

It will be thus observed that at the policy level the intention has been very clear and the policy directive has consistently underlined the essentiality of physical education and sports in both schools and colleges/universities and meaningful facilities and efficient organisational arrangements have been advocated to ensure that all students participate in physical education and sports.

Existing Situation

Schools

The Fifth Educational Survey (1986) conducted by the NCERT has

found the following in regard to physical education infrastructure in schools :

Category of school	Total No. Schools	No. Having Playground	No. having playground in useable condition	No. having Teachers for PE/ Yoga	%of (3) to (2)	%of (4) to (2)	%of (5) to (2)
1.	2.	3.	4.	5	6	7	8
Primary	5,28,730	3,07,982	1,74,493	12,600	58.25	33.00	2.38
Upper Primary	1,39,016	1,03,109	62,984	15,115	74.2	45.3	10.87
Secondary	52,560	45,209	29,699	37,428	86.0	56.5	71.21
Higher Secondary	15,465	13,881	9,863	12,500	89.75	63.77	80.88
Total	7,35,771	4,70,181	2,77,039	77,643	63.90	37.65	10.55

The survey has found that 63.9% of schools have playground facilities and out of these 37.65% schools have playgrounds in useable condition. The playground facility is least available in primary schools. Within the primary schools the facilities are poorest in Government primary schools compared to those of the local body or private schools.

It may be noted that in most States a PET is not sanctioned or expected at primary and upper primary levels. Primary schools having a physical education teacher are only 2.38%. At upper primary stage 10.87% schools have physical education teachers but 71.21% secondary schools and 80.83% higher secondary schools for physical education teachers.

At university level, out of 198 universities affiliated to the AIU, 103 universities have departments headed by Directors of Physical Education and Sports. In many universities there are posts of Directors of Physical Education and in a number of universities NIS trained sports coaches are in position. The

availability of trained physical education personnel in universities in different regions of the country is as below:

Zone	Number of universities	Having trained Directors of Physical Education & Sports
North	47	23
East	49	17
South	52	34
West	50	29

Most universities have playground facilities.

At school stage there is a system of collecting activity fund in schools though it is a small fund. It finances the sports activity in the school. There is a Joint or Additional Director for Physical Education and Sports in the State Directorate and he is assisted by Divisional or District level Physical Education and Sports Officer. All India school games are organised in the country but they are not a culmination of a large or vigorous sports activity in individual schools. Element of mass participation is extremely weak and even schools which have playgrounds, somehow do not seem to use it for sports activity in an intensive manner.

At university level the situation is not qualitatively very different. As Radhakrishnan Commission had observed that there is lack of interest both on the part of the students and the authorities.

The Department of Youth Affairs and Sports implements a programme called National Sports Organisations (NSO) through the UGC. This programme assists universities and colleges for creating infrastructure for physical education and sports. However, only an amount of Rs.2-3 crores per year is available under the programme and because of this limited availability the UGC restricts assistance to non-expendable equipment, construction of basketball, volleyball courts, construction of 400 mtr track and on a very limited scale for construction of gymnasium and swimming pool. This encourages sports activity in individual universities/colleges which is financed by the activity/sports fund. The Association of Indian Universities organises inter-University meets every year but as in schools the National event is not the culmination of a vigorous or large participation at the university/college level.

The UGC has taken the initiative in 1992 of involving university youth in adventure sports and it is implementing this programme with a modest budget of about Rs.75 lakhs per year through the National Adventure Foundation (a sponsored organisation of Department of Youth Affairs and Sports). Actual organisation of adventure sports is done by the NFA through the agency of specialised bodies in the country.

Some notable initiatives

Although the general position in regard to either mass participation of students in physical education and sports or in terms of nurturing talent and preparing it for international level is not a very happy one, there have been some notable

initiatives which hold out hope for the future and they demonstrate that with systematic implementation, the programme can easily succeed.

- a) Bharatiyam was organised in Kerala as a big spectacular event during the National Games 1987 and enthused by its success it was decided to implement it as a national programme
- b) In Manipur, Thangta, a local martial art, is taught in 4 or 5 indigenous schools which run like Gurukuls. The Government of Manipur gives them an annual grant of Rs.50,000/-. The children trained in the martial art perform at the time of local festivals.

In Manipur, 50 to 100 teachers are trained every year in a one month course during the vacations at Imphal with the help of SAI coaches.

- c) In Maharashtra, lazim and malkhamb are traditional activities which are quite popular in schools. In Bombay some private individuals and organisations have taken the initiative of teaching unarmed combat to girl students.
- d) In Bihar, the Government has issued a directive making physical education along with social service and socially useful productive work a new compulsory subject for class X examinations. Out of 100 marks for this new subject, 30 marks are assigned to physical education. This is proposed to be implemented for the students who will take class X examination in 1995

- e) In Uttar Pradesh, the "Uttar Pradesh Parks, Playgrounds and Open Space (Preservation and Regulation) Act, 1975" was enacted which requires that each local authority will maintain a list of parts, playgrounds and open spaces and publish it. The Act specifies that such spaces will not be used for any purpose other than the purpose for which it was used on the date of commencement of this Act. The local authority has been entrusted with the responsibility for maintaining in a clean and proper condition such spaces. However, extent of implementation of this enactment is not available.
- f) In Kendriya Vidyalayas and Navodaya Vidyalayas the annual report card for the student includes assessment for physical education and sports and such assessment is recorded in terms of grades.

Weaknesses

When one analyses the existing situation and looks at inadequate participation of students in physical education and sports as also at the indifferent level of achievement at international levels, one wonders why this is so inspite of unequivocal and strong support extended to physical education and sports at policy level all through. It seems there are three main reasons for the existing situation:

One reason is, as the Radhakrishnana Commission has noted, that there is lack of interest both on the part of students and authorities. After extending support at the policy level, the

system has not taken care to design and implement a systematic and efficient programme for physical educational and sports. The second reason seems to be the consequence of contemporary social situation. For well known reasons there is a large incidence of unemployment in the country. In this situation the career opportunities come the way of those who distinguish themselves compared to others in the various selection examinations/tests. This necessarily has created a situation in which performance in examinations and tests is becoming all important. And even in examinations the quantifiable assessments, i.e., in regard to academic subjects are becoming dominant because it is performance in these subjects which determines the fate of the students for admission to higher courses or for employment. Therefore, the non-cognitive subjects are becoming more and more marginalised not only in examinations but in implementation in the schools/colleges. This category includes such vitally important aspects as value education, physical education and sports, participation in cultural activities and social work. If the country had a credit system for passing courses and a grading system for all subjects, this distortion could be removed but such examination reforms unfortunately are not taking place. In the present examination and employment situation it is difficult to see how a student making a desperate rush for a job can devote as much of time and effort for non-cognitive subjects as he does for cognitive subjects. The third reason is that even those who may be inclined or half-inclined to participate in physical education and sports, the system is not providing the minimum necessary facilities. Not only a large number of schools and

colleges do not have any playgrounds or usable playgrounds, the teacher support for physical education and sport is very weak and the school lack even the minimum amount necessary to arrange at least the minimum of consumables for sports and physical education. The same paucity of resources prevents organisation of any meaningful participative activity among students at district and sub-district level.

These deficiencies must obviously be removed if we have to achieve an acceptable programme for physical education and sports. Out of the main three deficiencies mentioned above, the second one, i.e., marginalisation as a result of the examination/employment situation is the one which is difficult to resolve immediately. Even this factor, to the extent of reforming the examination system, is within the capability of the educational system, if the system is willing to summon the necessary resolve for making a large change.

नमो भगवते वासुदेवाय

Objectives

For mounting an effective programme of physical education and sports in schools and colleges/universities one must define the objectives clearly. One can say that the objective unambiguously has to be :

- (i) Physical fitness for all the students and teachers.
- (ii) Mass participation in physical activity including physical education and sports in educational institutions at all levels.

(iii) Facilities, guidance and support to the talented students for achieving international standards and recognition.

The programme for physical education and sports in educational institutions must be guided by these objectives and the Committee has formulated its recommendations accordingly for attaining these objectives.

* If Physical Education is made part of curriculum as the Committee recommends, it will not be necessary to put sports in Concurrence List in the constitution because education is already in Concurrence List.

Recommendations

One of the obvious recommendations for improving the programme of physical education and sports is to envisage a trained physical education and sports teacher in all schools. However, the difficulty becomes apparent immediately as one considers the number of schools. At the time of Fifth Survey in 1986 there were 7.36 lakh in the country. While a trained physical education teacher is available in 71.21% secondary schools and 80.83% higher secondary schools, the availability is marginal at primary and upper primary level. These are also the level at which number of schools is by far largest. The financial implications for recruiting a large number of teachers are staggering. Already most States have a very large financial commitment for supporting a very large teacher strength in Government and aided schools. Most States are finding it difficult to keep up support for this large system. In this situation it is not practicable to envisage creation of a very large number of additional posts of teachers so as to provide a trained physical education and sports teacher in every primary or upper primary school. Therefore, the Committee is not recommending that there should be a physical education and sports

teacher in every primary and upper primary school. Instead, it is recommending an alternative strategy in succeeding recommendations.

I. From the educational point of view it is an essential objective of the nation that every student and teacher should be physically fit. Physically fit students and teachers would remain healthy and perform academically and professionally well. Further, the government as employer and supporter has a vital stake in seeing that the students and teachers are physically fit so that the standard of health remains high and wastage of expenditure due to illness is minimised. Therefore, the Committee strongly recommends that every student and teacher should be subjected to a nationally determined physical fitness test and it should be a compulsory requirement that every student/teacher does indeed pass the fitness test every year. Physical fitness tests for different age groups have been developed in the past. Where necessary, these can be modified and updated. The activities constituting these test would not require any sizable investment or expenditure. All they require is enforcement. The Committee strongly recommends that in the interest of national system as a whole, annual physical fitness test for all students/teachers should be made compulsory and should be enforced.

II. Mass Participation

Schools

- a) The curriculum framework for school stage prepared by the NCERT envisages 10% time at primary stage, 10% at

upper primary stage, 9% at secondary stage and 5% at higher secondary stage for physical education and sports. This framework has been accepted by all the States. The educational authorities must ensure that this is reflected in the school time table and that the programmes are implemented strictly in accordance with this. Physical education and sports should be assigned at least 40 minutes everyday, preferably as the first period daily under supervision of a trained teacher. A suggested syllabus for classes I to XII, developed by LNCPE, Gwalior is at Annexure III.

- (b) As a welcome result of 'Operation Blackboard' there are now very few single teacher schools in the country. At primary and upper primary stage, most schools are two or three teacher school. No teacher is for any particular subject, i.e., all teachers have to teach all subjects. The psychology of the teacher that he is meant to teach scholastic subjects and not physical education must change. If every student has to participate in games & sports, every teacher at primary and upper primary stage should be an enthusiastic participant in physical education and sports. Such a teacher would take initiative and organise students in daily physical education and sports activities. The best way to do this would be to make every teacher trainee both in pre-service and in-service education courses to participate compulsorily and vigorously in

physical education and sports for at least one hour everyday. Every teacher, during training, has to prepare himself for two subjects. We recommend that physical education should be one of the options available to the teacher. The DIETs for primary and upper primary and B.Ed Colleges for secondary level have a crucial role in this because they are the main seats of pre-service and in-service training of teachers. The NCTE/SECRETs and the governments should make structural arrangements to get this prescribed in the teacher training courses and for meticulous implementation of this requirement. The National Council of Teacher Education (NCTE), which is shortly expected to acquire statutory status should provide the fullest backing of its considerable authority for this suggested reform of teacher training.

At secondary and higher secondary stages there are generally physical education teachers. While main responsibility is on them, other teachers should be trained and motivated to participate in physical education and sports. This would ensure daily participation of students in physical education and sports also.

- (c) Some physical activity can always be organised even when there are no playgrounds and no financial resources. Skipping, P.T. and jogging are examples of such activity. However, unless there is a variety

of sports available, the attraction to the students for participation remains limited. Therefore, it is imperative that every school has facilities for a number of sports so that students participate regularly in one or the other. Participation may involve :

- (i) Calisthenis (P.T.) could be a regular activity immediately following the morning assembly, preferably in new more interesting format, to the accompaniment of music.
- (ii) Mass participation events like tracking, jogging, road races, cycle races on a weekly or at least monthly basis.
- (iii) Inter-class and inter-school leagues (in towns having more than 2-3 schools) to catalyse the students and to create competitive spirit.
- (iv) Annual school level, block level, district level and State level sports competitions.

Every school must devote 40 minutes daily to physical education and sports. The objective has to be that every student who is physically not unsound should participate in physical education and sports. The excellent and extensive expertise of NCC should be used, wherever feasible in conducting such activities.

(d) **Finances**

A minimum amount of financial resource has to be made available to every school to pursue the above mentioned

activities. The countries like the erstwhile Soviet Russia, erstwhile East Germany and China, which have made remarkable strides at international level lately have all invested heavily and then only they have been able to achieve the breakthrough. It will be futile to starve the school system of all funds for physical education and sports and still hope for notable results. The funds should be provided in the following manner :

(i) Every Institution should charge Rs.3 at primary, Rs.5 at upper primary, Rs.10 at secondary and Rs.15 at College level per student per month for sports and physical education. This amount could also be used to support the health check up of students, which has been advocated since long but because of financial support which has not come about generally. This amount should be used by the Institutions for procurement and replacement of sports equipment including a recorded cassette containing teaching material; for teacher and for meeting the expenditure required for organisation of sports.

(ii) The fee for sports mentioned above would basically meet only the cost of consumables. For sports infrastructure and for organising district level and State level leagues/events financial support should be required. It is suggested that the Government of India and the State Governments should make it available on

sharing basis. The Committee recommends that the Government of India should provide about Rs.75 crores per year. In each State a sports fund should be created which should be implemented by the Director, Public Instruction, seniormost officer in charge of sports in the office of DPI and by a trust comprising of the Director of Sports in the State. This would ensure that these funds are not diverted to other use. The Government of India can release its share to the concerned State as soon as the State Government deposits its share in the fund.

(iv) **University/College**

At the university/college level since the number of courses prescribed at graduate or post-graduate level is not flexible, physical education or sports cannot be envisaged as a compulsory subject. However, those universities and colleges which have qualified and adequate faculty for physical education and sports should offer physical education/sports as one of the optional subjects which the students can offer at graduate level at par with any other subject. The theory of the sport, physiology, health, nutrition, etc. should constitute the theory paper on the lines the UGC has developed the syllabus and the performance/participation in the sport could constitute the practical part of the subject.

The group events like road races, jogging, hiking, cycle races should be a weekly event in all universities/colleges.

This should be supplemented by facilities for a large number of indoor and outdoor sports in every university/college so that most of the students participate regularly in one sports or the other.

The cost of participation and of consumables should be met by the sports fee in the university/college. However, the universities and colleges require to be assisted on a substantially larger scale for non-expendible equipment and for facilities like courts for basketball, volleyball and for swimming pool, gymnasia. To make this possible the funding support to the UGC under the NSO must be increased to Rs.25 crores per year.

III. Excellence

- i) At primary and upper primary stage, mass participation of students in sports and physical education is a principal aim. By secondary stage students would start identifying themselves and at this stage, those who show promise of reaching national or international standards must be identified and provided competent coaching as also physical facilities needed for achieving excellence. This can be done on a selective basis. The Kendriya Vidyalayas and the Navodaya Vidyalayas along with a selected few well provided schools are the logical choice for placement of such talented students and providing them the necessary facilities. The Sports Authority of India is implementing a scheme with this objective but on a much

smaller scale. In the opinion of the Committee, considering size of the national system, such a scheme needs to cover 300-500 schools. Each school would, of course, not provide facilities in every sport. Each school could be developed for infrastructure and for coaching facilities in 3-4 disciplines. Naturally it is necessary that these schools create scope for admission of the identified, talented sportspersons. Accordingly, the Committee recommends identification of such number of schools with provision of infrastructure and coaching facilities. This would require the size and scope of the SAI scheme to be proportionately increased. This may require about Rs. 10-15 crores annually. The schools could be identified out of suitable schools in state sector, Kendriya Vidyalayas, Sainik Schools and out of some of Public Schools and Navodaya Vidyalayas.

(ii) University/College

The main responsibility for maintaining and nurturing talented sports persons is of the universities/ colleges. Just as for schools, at least 100 universities/colleges should be identified where the identified, talented sportspersons should have facility of admission. He should have the facility of offering sports discipline of his specialisation as a subject at graduate level and he should be provided access to sophisticated infrastructure and outstanding

coaching assistance. The SAI and the UGC have some time back worked out the details of such facilities to be created, though on smaller scale. That exercise needs to be expanded to reach the scale recommended here and a funding support of about Rs.10 crores per year needs to be provided through the SAI/UGC to successfully implement this programme.

IV. Sainik Schools, Kendriya Vidyalayas and Navodaya Vidyalayas.

The Sainik Schools, Kendriya Vidyalayas, some public school and the Navodaya Vidyalayas have a leadership role to perform in the school sector for any large national programme for physical education and sports. All the Sainik Schools, Kendriya Vidyalayas and some of Navodaya Vidyalayas and Public Schools have the advantage of having a sufficiently large campus where some playing facilities already exist and of already having trained physical education teachers. These schools have better resources than most other schools in the country. Therefore, in all the three objectives listed by the committee, i.e., in ensuring annual physical fitness test, mass participation of students in sports and in nurturing talented sportspersons the Sainik Schools Kendriya Vidyalayas and some of Navodaya Vidyalayas and public schools will have to take the lead. The Committee sees no reason why any of these should not be implemented on a 100% basis in Sainik

Schools, Kendriya Vidyalayas and some of Navodaya Vidyalayas and Public Schools though to the extent of being able to admit outside students there is limitation in regard to Navodaya Vidyalayas.

V. Yoga

The National policy on Education has resolved that "as a system which promotes an integrated development of body and mind yoga will receive special attention . Efforts will be made to introduce yoga in all schools. To this end it will be introduced in teacher training courses".

The Committee strongly urges that yoga practice should be given a great deal of emphasis in pre-service and in-service teacher training courses. As for students the committee would like to advise caution in regard to primary and perhaps upper primary students. The practice of yoga requires loose dress, empty stomach and expert supervision. At primary and upper primary stages all three are somewhat difficult and in their enthusiasm, the students are inclined to perform yogic asanas like P.T. which could be positively harmful. However, at secondary stage and upwards, the students are of sufficient maturity and the facility of yoga should be extended to the largest number of students. In this regard the Committee has noted that the UGC has recently started a scheme in which it is giving 100% assistance to universities for setting up a yoga centre. Since yoga is a traditional science which emphasizes practice rather than formal qualifications, the UGC scheme

envisages that the University yoga centre would be managed by professionally trained personnel from eminent yoga institutions. The Committee would like to commend extensive coverage under this scheme. These yoga centres could also extend their facility to schools in the town. Elsewhere similarly arrangements for organising yoga with the assistance of part-time but reliable and professionally trained yoga experts should be evolved by individual schools. Of course, where one or more teacher in a school is adequately trained in yoga, yoga classes should be organised under his supervision.

V. Other Recommendations

- i) The schedule of examinations in educational institutions is quite rigid and actually open season for sports coincides with the period of intensive studies during the academic session. Therefore, those sportspersons who distinguish themselves at times face the difficulty that their participation in national and international events and in specialised coaching camps prevents them from attending the educational institutions, at time to the extent of missing the examinations. This is a very high cost and many sportspersons either lose out on studies or they forego participation in sports. It is, therefore, recommended that for such sportspersons the educational institutions should agree to provide leave of absence which will not adversely affect the record of

attendance. Also, alternative examinations should be organised for them after they return from sporting event to the educational institutions.

- ii) Once a sportsperson distinguishes himself in his chosen sport, he has to devote considerable time in training for that sport. This does affect, to some extent, his performance in other scholastic subjects. In good academic institutions, the cut-off marks for admissions are so high that anybody less than the best in the scholastic subjects does not normally get admitted to such institutions. We must provide some support to sportspersons so that they can hope to join good educational institutions. Therefore, in schools and colleges, wherever performance in examinations in scholastic subjects is the criterion, substantial weightage must be considered by the institutions and the State Governments in favour of sportspersons.
- iii) The Committee has considered the question of incentives as it is required under the terms of reference given to it. For students, the Committee has made certain recommendations in the foregoing paragraphs. For teachers, the Committee did consider the advisability of recommending honorarium or special pay to those teachers who actively organise sports and physical education. However, the Committee is refraining from recommending such an honorarium or special pay because

at school level, the Committee has recommended that every teachers should be trained and motivated to vigorously organise and participate in physical education and sports in schools. Obviously, the honorarium or a special pay for every teacher is not a practical proposition.

The Terms of Reference given to the Committee also expect the Committee to recommend about measures for development of low cost sports and physical education infrastructure in schools and colleges and its optimal utilisation. In regard to utilisation, the Committee would like to reiterate the recommendation made earlier by many Committees, though it has not made much difference in implementation unfortunately. It is that the schools and colleges which have sports infrastructure, should make it available to these institutions which do not have such facilities. With a spirit of mutual help, it is not difficult to organise, but educational supervisory authorities have to continuously follow it up and motivate the institutions having the necessary facilities. the parks and open spaces available in most townships should, of course, be preserved and States can consider enacting the legislative measures like the Government of UP has done and for which a reference has been made in this report earlier. These spaces can be effectively used for organising sports activities for schools which lack their own playground.

In regard to infrastructure, the Committee would like to point out that it has recommended firstly for optimal utilisation of playground and play facilities available in educational institutions. Secondly, it realises the obvious constraint of resources and, therefore, has not recommended sophisticated facilities in average schools/colleges/universities.

However, for a meaningful and effective programme of physical education and sports, some facilities are needed. The Committee has taken note of the international experience that the countries like China, erstwhile East Germany and erstwhile Soviet Union have been able to achieve remarkable results by investing sizeable resources for promotion of sports and physical education. We may not be able to go for investment of comparable resources but still the country has to invest a certain minimum of resources to be able to sustain a large and universal programme of sports and physical education. The Committee has recommended accordingly.

One of the members of the Committee, Hon. Sh.P.Sudhakaran, Minister of Sports, Kerala has submitted a detailed note for the consideration of the Committee and the Committee has been able to accommodate most of the points made by him in his recommendations. The note submitted by the Member is included as **Annexure-IV** in the Report.

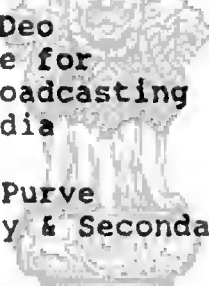
No.F.8-36/92-PN.I
Government of India
Ministry of Human Resource Development
Department of Education

New Delhi, 3rd May, 1993

O R D E R

Sub: CABE Committee on Sports & Physical Education.

The Minister of Human Resource Development, in his capacity as Chairman of the Central Advisory Board of Education (CABE) has reconstituted the CABE Committee on Sports & Physical Education, originally constituted vide order of even number dated 2nd February, 1993, as under:

- 
- i) Shri K.P. Singh Deo Chairman
Minister of State for
Information & Broadcasting
Government of India
- ii) Dr. Ram Chandra Purve
Minister (Primary & Secondary Education)
Bihar
- iii) Shri Subhash Chakraborty
Minister of Sports
West Bengal
- iv) Shri P. Sudhakaran
Minister of Sports
Kerala
- v) Shri Mohinder Singh Kaypee
Minister of Sports
Punjab
- vi) Shri S.I. Singh
Minister of Sports
Manipur
- vii) Prof. (Mrs.) Savitri Lakshmanan
Member of Parliament &
Member (CABE)
- viii) Professor G. Ram Reddy
Chairman, UGC

- (ix) Prof. G.S. Randhawa
Vice-Chancellor
Guru Nanak Dev University
Amritsar.
- x) Fr. T.V. Kunnunkal
Former Chairman
National Open School
- xi) Co. E.V. Krishnan, OSD
Sports Authority of India
- xii) Dr. Ajmer Singh
Principal
Laxmibai National School
of Physical Education
Gwalior
- xiii) Shri Zafar Iqbal
Hockey Player
- xiv) Smt. Asha Swarup
Joint Secretary
Department of Youth Affairs
and Sports.
- xv) Shri Y.N. Chaturvedi
Secretary, UGC
- Member-Secretary
2. Director (NCERT), Director (NIEPA), Union Education Secretary, Secretary (Youth Affairs & Sports), Additional Secretary (Education) and Adviser (Education), Planning Commission would be permanent invitees.
3. The terms of reference of the Committee are as under:
- To examine and suggest:
- measures for making sports and physical education, including yoga, an integral part of the learning process at all stages of education;
- incentive measures for both students and teachers to take up sports and physical education activities; and
- measures for developing low-cost sports and physical education infrastructure in schools and colleges and its optimal utilization.
4. The Committee should submit its report within three months of its first meeting.
5. The Committee will lay down its own procedure and

6. The secretarial assistance and other services to the Committee will be provided by the University Grants Commission.

(T.C. JAMES)
Under Secretary to the
Government of India

To

1. All members of the Committee and Permanent Invitees
2. All members of CABE
3. Education Secretaries of all State Governments and UT Administrations.
4. PS to HRM/PS to DM(E&C)/PS to E.S./
5. Secretary, UGC
6. Department of Youth Affairs & Sports
7. All officers in the Department of Education



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**MEETING OF CABE COMMITTEE ON PHYSICAL EDUCATION & SPORTS
HELD ON 17TH AUGUST, 1993 IN THE OFFICE OF MINISTRY OF
INFORMATION & BROADCASTING, NEW DELHI.**

The following were present:

1. Shri K.P. Singh Deo In the Chair
Minister of State for Information and Broadcasting
Shastri Bhavan
New Delhi.
2. Dr. Ram Chander Purbey
Minister (Primary & Secondary Education)
Govt. of Bihar
Secretariat
Patna.
3. Shri Mohinder Singh Kaypee
Minister of Sports
Govt. of Punjab
Secretariat
Chandigarh.
4. Prof. (Mrs.) Savitri Lakshmanan
Member of Parliament
139, South Avenue
New Delhi-110 011.
5. Prof. G.S. Randhawa
Vice-Chancellor
Guru Nanak Dev University
Amritsar-143005.
6. Fr. T.V. Kunnankal
St. Xavier's School
4 Raj Niwas Marg
Delhi-110054.
7. Col. E.V. Krishnan
Officer on special Duty
Sports Authority of India
Jawaharlal Nehru Stadium
New Delhi-110003.
8. Shri Y.N. Chaturvedi
Secretary, UGC,
New Delhi.



9. Dr. A.K. Uppal
Incharge Dean
Lakshmibai National
College of Physical
Education,
Shaktinagar
Gwalior.
10. Smt. Asha Swarup
Joint Secretary(Sports)
Ministry of Human Resource Development
Department of Youth Affairs & Sports
Shastri Bhavan, New Delhi.
11. Dr. P.K.Das
(Director's nominee)
National Council of
Educational Training & Research
Sri Aurobindo Marg
New Delhi-110016
12. Shri B.N. Bhagwat
Secretary
Department of Youth
Affairs & Sports
Shastri Bhavan,
New Delhi.
13. Shri R.C. Tripathi
Adviser(Education)
Planning Commission,
Yojana Bhawan,
Sansad Marg,
New Delhi-110001.



Officers of UGC

1. Dr. C.P. Srivastava
Joint Secretary
University Grants Commission
New Delhi.
2. Shri Gurcharan Singh
Under Secretary
University Grants Commission
New Delhi.

**MEETING OF CABE COMMITTEE ON PHYSICAL EDUCATION & SPORTS
HELD ON 20TH SEPTEMBER, 1993 AT 11.00 A.M.
AT NATIONAL STADIUM, NEW DELHI.**

The following were present:

- | | |
|--|---------------------|
| <ol style="list-style-type: none"> 1. Shri K.P. Singh Deo
Minister of State for
Information & Broadcasting
Shastri Bhawan
New Delhi. 2. Dr. Ram Chander Purbey
Minister (Primary & Secondary Education)
Govt. of Bihar, Secretariat
Patna. 3. Shri P. Sudhakaran
Minister of Sports
Govt. of Kerala
Secretariat Building
Trivandrum 4. Shri S.I. Singh
Minister of Sports
Government of Manipur
Imphal. 5. Prof. (Mrs.) Savitri Lakshmanan
Member of Parliament
139, South Avenue
New Delhi-110011 6. Fr. T.V. Kunnunkal
St. Xavier's School
4, Raj Niwas Marg
Delhi- 110054. 7. Col. E.V. Krishnan
Officer on Special Duty
Sports Authority of India
Jawaharlal Nehru Stadium
New Delhi- 110003 8. Shri Y.N. Chaturvedi
Secretary, UGC
New Delhi. 9. Dr. A.K. Uppal
Incharge Dean
Lakshmibai National College of Physical Education
Shaktinagar
Gwalior. | <p>In the Chair</p> |
|--|---------------------|



10. Shri Zaffar Iqbal
Chief National Hockey Coach
C-1/1, Indian Airlines Colony
Vasant Vihar
New Delhi - 110057.
11. Smt. Asha Swarup
Joint Secretary (Sports)
Ministry of Human Resource Development
Department of Youth Affairs & Sports
Shastri Bhawan
New Delhi - 110001.
12. Dr. Rajendra Dixit (Director's Nominee)
Professor of English
National Council of Educational Research & Training
Sri Aurobindo Marg
New Delhi - 110016.
13. Shri R.C. Tripathi
Adviser (Education)
Planning Commission
Yojana Bhawan
New Delhi - 110001

Officer of Department of Youth Affairs & sports

1. Shri S.K. Sharma
Director (Sports)


Officers of UGC

1. Dr. C.P. Srivastava
Joint Secretary
2. Shri Gurcharan Singh
Under Secretary



**MEETING OF CABE COMMITTEE ON PHYSICAL EDUCATION & SPORTS
HELD ON 11TH OCTOBER, 1993 IN THE OFFICE OF MINISTRY OF
INFORMATION & BROADCASTING, NEW DELHI.**

The following were present:

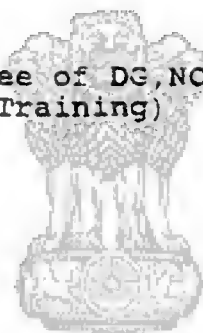
1. Shri K.P. Singh Deo In the Chair
Minister of State for Information and Broadcasting
Shastri Bhavan
New Delhi.
2. Shri P. Sudhakaran
Minister of Sports
Govt. of Kerala
Secretariat Building
Trivandrum
3. Shri Mohinder Singh Kaypee
Minister of Sports
Govt. of Panjab
Secretariat
Chandigarh.
4. Shri S.I. Singh
Minister of Sports
Government of Manipur
Imphal.
5. Prof.(Mrs.) Savitri Lakshmanan
Member of Parliament
139, South Avenue
New Delhi-110011.
6. Col. E.V. Krishnan
Officer on Special Duty 
Sports Authority of India
Jawaharlal Nehru Stadium
New Delhi-110003.
7. Shri Y.N. Chaturvedi
Secretary, UGC,
New Delhi.
8. Dr. A.K. Uppal
Incharge Dean
Lakshmibai National College of Physical Education
Shaktinagar
Gwalior.
9. Shri Zaffar Iqbal
Chief National Hockey Coach
C-1/1, Indian Airlines Colony
Vasant Vihar
New Delhi-110057.

10. Smt. Asha swarup
Joint Secretary (Sports)
Ministry of Human Resource Development
Department of Youth Affairs & Sports
Shastri Bhavan, New Delhi.
11. Dr.A.K. Sharma
Joint Director
National Council of Educational Training & Research
Sri Aurobindo Marg
New Delhi-110016.
12. Shri Baldev Mahajan
Acting Director
N.I.E.P.A.
17-Sri Aurobindo Marg,
New Delhi-110016.
13. Shri R.C. Tripathi
Adviser (Education)
Planning Commission. Yojana Bhawan,
Sansad Marg, New Delhi-110001.

Special Invitee
14. Brig V.P. Singh (Nominee of DG,NCC)
Dy. Director General (Training)
National Cadet Corps
R.K. Puram
New Delhi.

Officers of UGC

1. Dr. C.P. Srivastava
Joint Secretary
University Grants Commission
New Delhi.
2. Shri Gurcharan Singh
Under Secretary
University Grants Commission
New Delhi.



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SPORTS AUTHORITY OF INDIA
LAKSHMIBAI NATIONAL COLLEGE OF PHYSICAL EDUCATION
GWALIOR

SYLLABUS IN PHYSICAL EDUCATION
FOR
CLASSES I to XII

नमो भगवते वासुदेवाय

SEPTEMBER 1993

INTRODUCTION

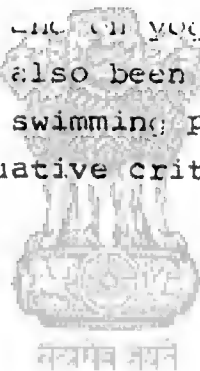
The new policy on education treats education as a unique investment in the present and the future. Among other things, it states that sports and physical education are an integral part of the learning process and will be included in the evaluation of performance. It stipulates that every educational institution should have adequate sports facilities and scientific programmes of physical education to enable every school going child to participate in games and sports and fitness activities of his/her own choice.

Education can no longer be considered merely as a vast-sea of mental acrobatics but has to help in developing an individual who is physically fit, mentally sound, emotionally balanced and socially well adjusted. A scientifically planned curriculum of physical education only can help in developing the total personality of the child and ensure a balance among factors which constitute wholesome personality.

Keeping the sports infrastructure in mind the schools have been divided into three categories namely schools with adequate sports infrastructure, schools with inadequate infrastructure and schools with no sports infrastructure. While preparing the curriculum of physical education, all the three types of schools have been kept in mind. The prescribed syllabus can be efficiently carried out among schools which have insufficient play areas, of course with few modifications in terms of size of the play fields and improvisation of sports equipment. Schools which do not have play grounds may lay stress on those games and sports which can be performed in a small area (the place where school prayer is held) and also inside the classrooms.

In these schools most of rhythmic activities (Dharat-iyam activities) and games like Kabaddi, Kho-kho, Table Tennis, Judo, Wrestling can be efficiently done. With regard to other sports, lead up activities in Miniature size fields can be performed.

The recommended syllabus of physical education has been so designed that upto class five the child gets movement orientation (movement education), from classes six to eight emphasis is on learning of skills of sports through lead up activities and in classes nine to twelve emphasis is laid on high performance in one sport of student's choice. In all the classes due emphasis has been given to athletics and gymnastics (both being mother sports) and on yoga. A separate curriculum of Aquatics has also been recommended for those schools which have a swimming pool. At the end of the curriculum the evaluative criteria has also been suggested.



OBJECTIVES

1. To create an awareness among pupil towards physical fitness and health.
2. To help them engage in activities that involve whole body in order to improve physical and motor fitness by developing strength, speed, endurance, flexibility and coordinative abilities.
3. To develop a positive attitude among pupil and enhance interest and competence for life time participation in physical education activities and games and sports.
4. To develop emotional maturity, mental awareness and moral values and develop habit of observing etiquette and code of conduct through participation in physical education and sports activities in order to develop an all round personality.
5. To develop sports as a cultural heritage.

CLASS-I1. MOVEMENT ORIENTATION

- a) Walk first in^a straight line and then in a circle and vary the type of locomotion on command - run, hop, jump, gallop, skip etc.
- b) Walk first in a straight line and then in a circle to the beat of the drum/music and vary the type of locomotion - run, hop, jump, gallop, skip etc.
- c) First walk and then run to all the empty spaces of the play area/room and stop when the drum beat/music stops. Vary the type of locomotion - hop, jump, gallop, skip etc.
- d) Walk around the circle on your tip-toes and vary the type of locomotion - run, jump, gallop etc.
- e) Walk around the circle on your heels and vary the type of locomotion - walk backwards, side-stepping etc.
- f) Walk around a circle on your tip-toes and heels alternately and vary the type of locomotion as given in (d) & (e)

2. LOCOMOTOR COORDINATION

Walk and hop
 Walk and leap
 Hop and slide walk
 Gallop and walk

3. IMITATION, STORY PLAYS AND PNEUMATICS:

- a) Imitation
 Elephant, Frog, Rabbit, Lion, Train, Motor Car etc.
- b) Mimetics
 Horse gallop, dog, cat, elephant etc.
- c) Story Plays
 Fox and grapes, thirsty crow, monkey and the cap-seller, woodcutter and the Golden axe.

4. SHALL AREA GAMES

- | | |
|-----------------------------|-------------------|
| a) Catching Pots | |
| b) Kicking the ball | |
| c) Statue | Games popular in |
| d) Follow the leader | different regions |
| e) Peer peer toss | are also taught. |
| f) In the pond, on the bank | |
| and the like. | |

5. DEVELOPMENT OF SKILLS

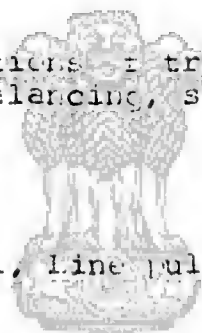
- a) Ball sense
Free play by the children with ball
- b) Ball skills
Rolling the Ball
Bouncing the Ball
Catching and Throwing the Ball

6. GYMNASICS

Performing basic actions - travelling, turning, rolling, jumping, balancing, swinging and climbing.

7. SIMPLE COORDINATES

Hand push, Hand pull, Line pull, Back to back push



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CLASS-II1. MOVEMENT ORIENTATION

- a) Walk/Run-Lie-Back
- b) Jump - sideward, backward
- c) Climb on hands - forward, backward, sideward, climbing staircase
- d) Jumping over different obstacles
- e) Balancing on toes and heels

The above movements are also performed using drum/music.

2. LOCOMOTOR COORDINATION

- a) Bend and stretch
- b) Swing and push
- c) Push and pull
- d) Strike and dodge, rope skipping

3. IMITATION, STORY PLAYS AND MIMETICS

- a) Imitation
Climan, Soldier, Monkey, Bear etc.
- b) Mimetics
Birds, bear, camel, lamb, lion, cat, crab etc.
- c) Story plays
Boat trip to sea, fox and crocodile travelling
circus etc.

4. SMALL AREA GAMES/LEAD UP GAMES

- a) Fire on the Mountain
 - b) Crocodile can't catch me
 - c) Blind Man's buff
 - d) What is the time Mr. Wolf
 - e) Simple tag and variations and the like
- | Games popular
| in different
| regions of
| also taught.

5. DEVELOPMENT OF SKILLS

Practice and develop variety of ways of sending,
receiving and travelling with a ball.

6. GYMNASTICS

- a) Moving the body and arms freely, frog leap, forward roll, backward roll
- b) Free hopping-forming line and circle
- c) Duck walk, trotting like a horse, simple balancing movements

7. SIMPLE COOPERATIVES

- a) Back to back lift
- b) Back to back stick pull
- c) Pushing into pit and the like

CLASS-III

1. MOVEMENT ORIENTATION

- a) Exercises for stretching, bending, twisting, turning etc.
- b) Jumping forward, backward and sideward
- c) Zig-zag running

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2. LOCOMOTOR COORDINATION

- a) Run and hop
- b) Run and skip
- c) Run and gallop

3. SMALL AREA GAMES

- a) Raja-Rani
 - b) Lion and the cave
 - c) Find out the leader
 - d) Comic tag
 - e) Number game
- I Games popular in
I different regions
I be also taught
I

4. DEVELOPMENT OF SKILLS

- a) Receiving and throwing the ball to the partner
- b) Dribbling the ball
- c) Kicking the ball

5. GYMNASIUM

- a) Repeat the previous class work, rabbit jumping on the signal, developing the postures of sitting, standing, lifting bending and stretching, straddle jump and crouch, sitting on signal, forward and backward rolls, monkey walk, cart wheel.
- b) Balancing exercises on the bench and balancing beam.

6. SIMPLE COMBATIVES

- a) Dog fight
- b) Cock fight
- c) Lame duck fight
- d) Horse wrestling
- e) Knock over club

CLASS-IV1. FREE MOVEMENTS AND FORMAL COMMANDS

- a) Free Movements
Movements such as swinging, bending, twisting, turning, stretching of different body parts
- Locomotor movements such as running, jumping, hopping, skipping, rolling and combinations of their movements

b) Formal commands

Line up and count the number, Attention, Stand-at-ease, stand easy, as you were etc.

2. RHYTHMIC MOVEMENTS

- a) Arm swing progression
- b) Forward and back bend progression
- c) Side bend progression
- d) Performing two and four count exercises to music

3. LEAD-UP GAMES

- a) Kho-kho-circle
- b) Kho-kho line
- c) Pin Football
- d) Circle Football
- e) Tennis ball cricket
- f) Tenicoit

4. SMALL AREA GAMES

- a) Crows and Cranes
- b) Chain Tag
- c) Find your Partner
- d) Good morning
- e) Bean bag scramble
- f) Come with me and the like

Games popular in different regions be also taught.

5. GYMNASTICS

- a) Repeat the previous class work
- b) Shoulder roll
- c) Cart wheel
- d) Balance walk
- e) Double roll
- f) Wheel barrow

6. SIMPLE COMBATIVES

Hand Wrestle, Push off the bench, Push off the stool, stepping on toes, and the like.

CLASS-V1. CALISTHENICS

Four and eight count exercises involving different body parts done to command/music.

2. FORMAL COMMANDS AND MARCHING

Repetition of attention, stand-at-ease, Stand easy, as you were, line formation, right and left dress, eyes front, count the numbers

Turn while standing, march time, break-off and dismiss.

3. ATHLETICS

- Short sprints - 50 M using standing start
 Hopping - 15 M to 25
 Endurance - 200 M
 Throwing - Cricketball and Football for distance and select

4. GAMES

a) Small Area Games

- | | | |
|--------------------|---|-------------------|
| Three deep | 1 | |
| Spud | 1 | |
| Simon says | 1 | Games popular in |
| Dodge ball | 1 | different regions |
| Log and the bone | 1 | be also taught. |
| Guard the Treasure | 1 | |
| Luggage Van | 1 | |
| Four corners | | |

b) Relays

- Simple relays
 Zig-zag relays
 Hop and run
 Arch ball
 Tunnel ball
 Jump over the stick



c) Lead-up games

Lead up games involving fundamental skills in Football, Hockey, Cricket, Badminton etc. to be taught in the form of relays, small area games etc.

5. GYMNASTICS

- Repetition of previous class work
 Free balance
 Hand stand
 Dive and roll
 Camel walk
 Rope climbing using hands and feet
 Ability/Combine series of movements both on the floor and using apparatus

6. YOGA

Swastikasana, Ardhanastapadasana, Veerasana, Bhujangasana, Ardhashalabhasana, Tadasana, Vrikshasana, Naukasana, Padmhasana, Shavasana

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CLASS-VI1. CALISTHENICS

exercise tables consisting of six to eight exercises in each, of four counts, are to be arranged in a sequence. Movements involving arms and shoulders, legs and trunk are performed to rhythm.

2. FUNDAMENTALS IN DRILL AND MARCHING

Quick march, turning in, mark time, turning while marching, right and left wheel.

3. ATHLETICS

- a) General physical fitness exercises
- b) Short sprints obstacle race and relays (50M, 100M, 200M, 4x50M)
- c) Jumping for distance and height emphasising on basic fundamentals of take off and landing.
- d) Throwing cricket ball/tennis ball etc.

4. GAMES

- a) Relays
over and under relay, human obstacle, crab relay, sedan-chair relay, Chinese twins relay (three legged relay)
- b) Major games:
Basic fundamental skills of Kabaddi, kho-kho, basket-ball, handball, cricket, hockey, football to be taught through lead-up games.

5. RYTHMIC ACTIVITIES

- a) Lezim:
fundamentals - lezim aram, lezim skandh, lezim hushier, pavitra
Exercises - Char avar, ek jache, adha laqao, pavitra, do ruka
- b) Local equivalent rhythmic activities e.g. Dandiya in Gujarat, Bamboo Dance in North Eastern Regions, Kolattam in Kerala etc. can also be taught.
- c) Rhythmic exercises using hoops, clubs, wands, flags etc.

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6. GYMNASTICS

- a) General Development Exercises:
Different kinds of walking, running and jumping exercises. Free hand exercises for different parts of the body.
- b) Skill part (Floor Exercises):
Different kinds of rolling movements like front roll, back roll, side roll, cartwheel.

Front turn over and back turn over with both legs folded.

7. YOGA

- a) Padmasana
- b) vajrasana
- c) Ardha chakrasana
- d) Bhavasana
- e) Dhanurasana (with straight knees)
- f) Bhujangasana
- g) vakrasana
- h) Halasana
- i) Sarvangasana



CLASS-VII

1. CALISTHENICS

Exercise-tables consisting of ten to eight exercises in each. The exercises are arranged in a sequence. Movements involving arm and shoulder, legs, trunk bending and twisting are performed to rhythm.

2. ATHLETICS

- a) General physical fitness exercises.
- b) Techniques of start and finish, sprint relays and obstacle race.
- c) Techniques of long jump and high-jump-approach run, take-off, flying phase/crossing the bar, landing, putting the shot-initial stance, glide, delivery, follow through, Discus throw - practice of fundamentals using rubber discus. (Use lighter implements)

3. GAMES

- a) Relays:
Involving fundamentals of major games such as horse and the rider, all-up relay, jump the stick, chariot relay, tunnel ball pass relay.

: 9 :

b) Major Games:

Cricket, football, hockey, basketball, hand-ball, volley-ball, soft-ball, kabaddi, kho-kho, badminton, table-tennis.

Opportunities of practising the skills and playing the games with suitable modification with regard to the size of the field and the number of players should be provided.

4. RHYTHMIC ACTIVITIESa) Lezims:

Repetition of the previous class work.

Cham, Jao, Dada phulao, etc. etc. etc.

Rhythmic activities popular in different regions may also be included.

b) Rhythmic Exercises using hoops, ribbons, balls, cones etc. are performed using different formationsc) Gymnastics:

Repetition of skills learnt in previous class.

i) Skills:

- Knee deep, dive and roll, monkey roll, cartwheel.
- Handstand to forward roll
- Backward roll to handstand
- Take-off from the spring board
- Parallel bars - grip, mounting, dismounting, dips etc.
- Vaulting box - Jump on-left, stride-vault, through vault

ii) Conditioning Exercises:

- Rope ladder climbing
- Rope climbing with the help of feet
- Wall bar exercises

5. YOGA

- a) Baddha padmasana
- b) Garudasana
- c) Sidhasana
- d) Matsyasana
- e) Singhasana
- f) Vipreetakarini
- g) Shavasana
- h) Chakrasana
- i) Ujjai (without kumbhak)
- j) Yoganudra (in vajrasana)

6. CLIMBING

Basic fundamentals of Wrestling and Judo to be taught.



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- d) Gomukhasana
- e) Tolasana
- f) Aruhamatsyendrasana
- g) Paschimottasana
- h) Urdhva Dhanurasana
- i) Sarvangasana

6. RHYTHMIC ACTIVITIES

A. Lezim (Ghati Lezim)

- Eight Strokes (Atha Asaj)
- Kadam Tal
- Ada Adur
- Adam Lavitra
- Lavitra Adithal
- Thirki or Arch Adithal
- Lav Chakra
- Lav Chakra
- Pool

B. Bharatiyam activities to be taught to music

7. COMBATIVES

Skills of Wrestling and Judo to be taught leading to actual bouts.

CLASSES-IX & X

1. ATHLETICS:

- a) Running Events - Sprints (including hurdles), middle and long distance events.
Emphasis is to be laid on correct starting and finishing techniques, running action including foot plantation and body carriage.
- b) Jumping Events - Consolidation of long jump and high jump techniques and introduction of basic fundamentals of triple jump and pole vault.
- c) Throwing Events - Consolidation of shot put and discus throw techniques and introduction of basic fundamentals of javelin and hammer throw.
- d) Participation in exercise schedules for improving different motor components namely speed, strength, endurance, flexibility and coordinative abilities

Note: 1. At this stage the student has to aim for high performance attainment and hence he should select one event for specialisation. More than one event be chosen only if logical relation exists between them.

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2. Introduction of basic rules related to the events.

2. GYMNASTICS

A. BOYS:

- a) Repetition of previously learnt skills
- b) Skills (Floor Exercises):
 - Head spring
 - Round off (cartwheel cut)
- c) vaulting Horse:
 - Straddle vault on broad horse
 - Hand spring on broad horse
 - Takeoff and sitting on the long horse
 - Straddle from the standing position on long horse
- d) Parallel Bars:
 - Different kinds of mounts and dis mounts
 - One bar roll
 - Shoulder stand
 - 'L' position hold
- e) Horizontal Bar:
 - Different types of grips
 - Back turn over
 - One leg circle forward
 - Simple swing



B. GIRLS:

- a) Repetition of skills learnt in the previous class
- b) Skills (Floor Exercises):
 - One hand cartwheel
 - Round off (cartwheel)
- c) Balancing Beam:-
 - Dancing movements
 - Turning movements
 - Front roll and back roll
 - Different balances
- d) vaulting horse:
 - Straddle vault on broad horse
 - Wolf vault side vault
 - Cat spring and jump horse on long horse
- C. Conditioning exercises of different types for developing motor components essential for gymnastics.

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3. YOGA:

- a) Bhujangasana
- b) Bhadrasana
- c) Bhujangasana
- d) Bhujangasana
- e) Bhujangasana
- f) Bhujangasana
- g) Bhujangasana
- h) Bhujangasana
- i) Bhujangasana (modified)
- j) Bhujangasana
- k) Bhujangasana
- l) Bhujangasana
- m) Bhujangasana
- n) Bhujangasana
- o) Surya Namaskar

4. MAJOR GAMES:

(Any two to be chosen from the following)

- a) Football b) Hockey c) Cricket d) Basketball
- e) volleyball f) Handball g) Kho-kho h) Kabaddi
- i) Badminton j) Table Tennis k) Wrestling l) Judo
- Emphasis is to be laid on the consolidation of techniques and learning of basic tactical patterns. These games be played in full size fields, if available. In case only small play area is available, these games be played in modified form.
- Participation in exercise schedules for improving different motor components namely speed, strength, endurance, flexibility and coordinative abilities.
- Introduction of basic rules related to the games.

CLASSES XI and XII

Note: Only one sport out of athletics and gymnastics to be chosen.

1. ATHLETICS:

- a) Running Events - Sprint (including hurdles and relays), middle and long distance events.
- b) Jumping Events - Long Jump, High Jump, Triple Jump and Pole vault
- c) Throwing Events - Shot Put, Discus Throw, Javelin Throw and Hammer Throw

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- Emphasise on advanced techniques in their selected events and analyse them to improve performance.
- Learn to plan and carry out an effective personal training schedule in their selected event.
- Introduction of basic tactics for enhancing performance.
- Setting targets and making efforts to achieve them.
- Teaching of rules and their interpretations

2. GYMNASTICS:

A. For Boys:

- Floor Exercises
- Vaulting
- Parallel Bars
- Horizontal Bar
- Roman Rings
- Pommel Horse

B. For Girls:

- Floor Exercises
- vaulting
- Beam
- Uneven bars



- a) Emphasise on advanced techniques on different apparatus and on floor and analyse them to improve performance.
- b) Learn to plan and carry out an effective personal training schedule for gymnastics.
- c) Setting targets and making efforts to achieve them.
- d) Teaching of rules and their interpretations

3. YOGA:

- a) Vrikshasana
- b) Parivrtta Trikonasana
- c) Uthitha Parsvakonsana
- d) Parivrtta Parsvakonsana
- e) Virabhadrasana
- f) Uthita Hastapadangusthasana
- g) Paravattansana
- h) Ushtrasana
- i) Padahastasan
- j) Chakrasana
- k) Vajrasana
- l) Supta vajrasana
- m) Pukkasana

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- o) Janusirasana
- p) Mayurasana
- q) Bakasana
- r) Surya Namaskar

4. MAJOR GAMES:

(Any one to be chosen from those already practised in Classes IX and X)

- a) Learning and consolidation of advanced technique and analyse them to improve performance.
- b) Learning and consolidation of advanced tactics of play and adapt these to the weakness and strengths of opponents.
- c) Teaching of rules and their interpretations.
- d) Team play in order to refine the techniques and tactics.
- e) Participation in exercise schedules for improving different motor components namely speed, strength, endurance, flexibility and co-ordinative abilities.



सत्यमेव जयते

EVALUATION

Teaching and evaluation constitute a unit. Evaluation helps both the teacher and the taught by letting them know the extent to which movements have been learnt and the extent to which teaching has been effective. Evaluation also help in improving the teaching-learning process and above all through evaluation it can be ascertained as to what extent the objectives have been realised.

CLASSES I to V

The performance of the students is to be evaluated by the teachers of Physical Education at regular intervals only through observation process. For this purpose the performance of the child is to be observed throughout the year and grading is to be done as follows -

- Excellent
- very good
- Good
- Average
- Below Average (needs special attention)

CLASSES VI to VIII

The performance of the students is to be evaluated through testing in different motor components and also through observation of different activities by the teacher of physical education with the help of other classroom teachers. Students are to evaluated at regular intervals in the following motor components using test mentioned against each.

<u>Motor component</u>	<u>Test</u>
Speed -	50 m run
Strength -	Standing Broad Jump
Flexibility -	Sit and Reach Test
Agility -	4x10 m Shuttle Run

Based on the scores obtained by the students, the teacher should prepare a grading scale (Percentile scale) in order to assign grades.

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Besides testing the students in motor components the evaluation is also to be supplemented using the tool of observation by the teacher in order to see the skill proficiency of the students. The overall grading is to be done as follows -

<u>Grade</u>		<u>Percentage</u>
A	-	75% and above
B	-	60% to 74%
C	-	45% to 59%
D	-	30% to 44%
E	-	Below 30% (Fail)

Note: Promotion to the next class in case of students who fail is to be regulated as per the rules applicable to other academic subjects.

CLASSES IX to XII

The performance of the students is to be evaluated through testing in different motor components and also through subjective rating with the help of a panel in playing situation. Students are to be evaluated at regular intervals.

Testing for Motor Components:

The students are to be tested in the following motor components using tests mentioned against each.

<u>Motor Component</u>		<u>Test</u>
Speed	-	50 m. run
Strength	-	Standing Broad Jump
Endurance	-	8 minute Run-walk
Flexibility	-	Sit and Reach test
Agility	-	4 x 10 m Shuttle Run

Based on the scores obtained by the students, the teacher should prepare a grading scale (Percentile Scale) in order to assign grades.

For evaluating skill proficiency a panel of three teachers should grade the student in a game situation. The overall grading is to be done as follows -

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<u>Grade</u>		<u>Percentage</u>
A	-	75% and above
B	-	60% to 74%
C	-	45% to 59%
D	-	30% to 44%
E	-	Below 30% (Fail)

Note: Promotion to the next class in case of students who fail, is to be regulated as per the rules applicable to other academic subjects.



SWIMMING**CLASS-I:**

- a) Orientation with the pool surrounding and swimming environment by taking the children around the pool, showing the swimming equipments, changing rooms, different depths of the pool etc.
- b) Brief introduction about health, hygiene and safety rules.
- c) Encourage the child to come close to the pool, stand at the deck and throw rubber balls, balloons, floats etc. into the pool.
- d) Make the child to sit on the deck of the pool with feet hanging into the water. Make the child to swing legs and make waves and also encourage the child to touch water with hands.
- e) Make the child enter into the pool with the help of the teacher and provide opportunities to develop confidence in water (Shallow end of the pool/Kidies pool)

CLASS-II:

- a) Repeat the stages of Class-I.
- b) Encourage the child to play on the ladders provided at the shallow end and make the child to climb down the ladder while facing outwards.
- c) Walking and hopping in the Knee Deep Water.
- d) Walk by pulling the water backwards by alternate arm movement.
- e) Submerging and exhaling through mouth and also opening eyes in water.
- f) Floating in different positions with and without support.
- g) Push-off from the pool wall and prone/supine floating and gliding.
- h) Introduce minor/recreational game involving the above skills.

CLASS-III:

- a) Revision of the skills taught in Class-II.
- b) Teach a variety of means of propulsion in water using first arms and then legs and finally combine both.
- c) Introduce back-crawl because it facilitates proper breathing as the face of child remains outside water. Emphasise on correct body position, leg kick, arm pull, breathing coordination and combination of all these (use gadgets for correctly teaching different actions of back crawl)
- d) Introduce front-crawl emphasising on correct body position, leg kick, arm pull, lateral breathing coordination and combination of all these. (use gadgets for correctly teaching different actions of back crawl)

CLASS-IV:

- a) Revision of the skills taught in Class-III.
- b) Practice in stages for the improvement of techniques of Front and Back crawls.
- c) Introduce Treading and Sculling (swimming on the same spot)
- d) Teach jumping into the deep water and coming out.
- e) Introduction of minor/recreational games and play forms using Front and Back crawls.

CLASS-V:

- a) Revision of the skills taught in Class-IV.
- b) Introduction of starts and turns.
- c) Introduce Breast Strokes emphasising on gliding, leg kick, arm pull, frontal breathing and combination of all these (use gadgets for correctly teaching different actions of Breast Stroke)
- d) Orientation about competitions in the form of relays using learnt strokes.

CLASS-VI:

- a) Practice of all strokes taught earlier with starts and turns.
- b) Introduce Butterfly stroke emphasising on gliding, dolphin kick, arm pull, frontal breathing and combination of all these (use gadgets for correctly teaching different action of Butterfly Stroke).
- c) Orientation about competitions in the form of relays using all strokes.

CLASSES-VII & VIII:

- a) Practice of all strokes over short competitive distances.
- b) Teach principles and skills of water safety.
- c) Teach survival skills appropriate to their competence in water and motivate the students to evaluate their own abilities and limitations.
- d) Introduce water-polo skills and Simple Dives.

CLASSES-IX & X:

- a) Emphasis is to be laid on the consolidation of techniques of all strokes and learning of basic tactical patterns, using competitive distances.
- b) Participation in exercise schedules for improving different motor components related to swimming.
- c) Consolidation of water-polo skills and dives.
- d) Introduction to basic rules of swimming, water-polo and diving.

Note: At this stage the student has to aim for high performance attainment and hence he should select one event for specialisation. More than one event be chosen only if logical relation exists between them.

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CLASSE : XI & XII :

- a) Emphasise on advanced techniques in their selected events and analyse them to improve performance.
- b) Consolidation of various tactical patterns.
- c) Learn to plan and carry out an effective personal training schedule in their selected event/events.
- d) Setting targets and making efforts to achieve them.
- e) Teaching of rules and their interpretations.



COMMITTEE OF CENTRAL ADVISORY BOARD ON
EDUCATION (CABE) ON SPORTS AND
PHYSICAL EDUCATION - RECOMMENDATIONS -

* Pandalam Sudhakaran,
Minister for Sports &
Youth Affairs,
Government of Kerala.

INTRODUCTION:

India has got very poor performance in sports at international level. She has a very poor base from which sports develops and this poor base is reflected in her poor sports standards. Lack of a sports culture among the masses results in poor participation in sports at all levels. Poor participation is the main factor due to which our sports standards are poor. Poor standards and performance have not allowed enough interest to be generated among the rulers, administrators, industrialists etc. about sports. This is what is mainly responsible for lack of enough opportunities to sportspersons to rise and gain jobs and money in our society. In turn, lack of these opportunities results in lesser interest and lesser participation in sports which keeps sports standards at a lower level only. Thus, it is a vicious circle. For breaking this deadlock and raising our sports standards up, we have to promote mass participation in sports. For ensuring mass participation, we have to generate enough interest in sports. One way to do this would be by motivating rulers, administrators, industrialists etc. for creating more job opportunities to sports persons and thus, ensuring that sports becomes a good source of livelihood in our society. This is being attempted by the Government through various methods. The other method to ensure mass participation in sports is to make sports and physical activities, an integral part of our school and college curriculum. Teaching sports and physical activities as a part of curriculum only, can be said to be the real physical education. The present method of teaching sports as an extracurricular activity can not be truly categorised as an education. Thus, the physical education being imparted at present is a misnomer.

The Ministry of Human Resource Development in their Order No.F.8-36/92-PN.I dated 3rd May, 1993 has set up a Sub Committee of the Central Advisory Board of Education under the Chairmanship of Shri K.P. Singh Deo, Minister of State for Information and Broadcasting to suggest ways and means of integrating physical education and sports with the

learning process. The Sub-Committee has the following terms of reference:

"To examine and suggest: measures for making sports and physical education including yoga an integral part of the learning process at all stages.

incentive measures for both students and teachers to take up sports and physical education activities and

measures for developing low cost sports and physical education infrastructure in schools and colleges and its optimal utilisation".

Committees and recommendations on the subject are not lacking; but attempts on their implementation over the years have not met with the desired results, mainly due to practical problems, lack of adequate resources etc. In the light of the above, the aim of the present committee was to chalk out suitable programmes and procedures which are susceptible for easy implementation. We are also clearly of the view that unless there is an element of compulsion the administrators, teachers, students and above all the parents will not seriously consider physical education as an essential part of teaching and education. The demand of parents to lay aside sports and concentrate on books alone should also change.

NATIONAL POLICY ON EDUCATION, 1986
AS IMPLEMENTED IN KERALA

National Policy on Education, 1986 had identified integration of physical education and sports in the learning process and evaluation of performance as a key area. Government of Kerala had adopted this Policy like many other states. Following action was taken in Kerala as a part of implementation of this Policy.

- 1) Attainment of pupils at school level in non-scholastic subjects, viz Art Education, Work Experience, Physical Education and Sports and Games are to be evaluated and weightage given in their class promotions from standard II to IX. Cumulative records are to be maintained for recording their competency in the above non-scholastic areas.
- 2) For Health and Physical Education following periods per week have been fixed: Class I - 4, Class II - 4, Class III - 4, Class IV - 3, Class V - 2, Class VI - 2, Class VII - 2, Class VIII - 2, Class IX - 1 and Class X - 1.

- 3) Government have laid that steps will be taken for appointing at least one physical education teacher in every Upper Primary and High School in the State.
- 4) Prize Money Scheme, UGC Scheme and Infrastructure Development Scheme have been utilised to raise sports infrastructure in schools and colleges.

PRESENT SCENARIO:

The steps taken by the Government to implement the National Policy on Education, 1986 with regard to sports and physical education, are not satisfactory at all. Physical activities in the schools and colleges are even now treated as one of the extra-curricular activities. Under economy measures state government has banned creation of new posts, which has resulted in stoppage of appointment of physical education teachers. Even the retirement vacancies are not being filled in. As a result, the number of physical education teachers is getting reduced. Fee collected from students for sports are very minute and can not facilitate any significant physical education programme. Due to insignificant allocation of funds in this sector, nothing important can be done with regard to development of sports infrastructure and supply of sports equipments. The curriculum from the lowest level onwards is so much overloaded that both parents and students have usually no time to think or act beyond that. These trends need to be changed.



RECOMMENDATIONS:

In order to integrate sports and physical activities in the curriculum and ensure mass participation in sports, I would like to make following recommendations -

- 1) Sports and Physical activities shall be made a compulsory part of educational curriculum. Following inputs will be essential to achieve this -
 - a) Sufficient number of teachers
 - b) Equipments
 - c) Sports infrastructure
 - d) Compulsory syllabus/evaluatory tests
 - e) Funds

Details of these inputs have been given below in the relevant paras.

- 2) For promoting mass participation more emphasis has to be laid at primary and middle level.
- 3) It may not be possible for many State Governments to appoint teachers in large numbers to cover all the schools. Such a number of qualified teachers will also not be available. We shall think of training the available teachers of other subjects for carrying out physical training in all the schools and colleges. A long-term plan has to be drawn for this purpose, as even training other teachers in camps at Block-Level or so will take lot of time for want of trainers and funds both.
- 4) In future every teachers trainee shall be developed as a sports teacher also. This can be done by making sports and physical education, a compulsory and evaluatory subject in teachers training courses.
- 5) For every 1000 students, one physical education teacher must be appointed. These teachers shall liase with other teachers and shall implement physical education programme in the entire school or college for all classes/divisions under close supervision of the Headmaster/Principal.
- 6) All State Governments are cutting the size of their force of employees as part of economy measures. This has resulted in no fresh appointment to the posts of Physical Education teachers and no creation of new posts for them. Thus, number of Physical Education Teachers instead of increasing has started decreasing. Central Government shall direct states in this regard to reverse the trends.
- 7) Teachers of other subjects may be paid some suitable allowance when they are utilised for teaching sports and physical education.
- 8) Emphasis should be laid on producing good quality physical education teachers in the Universities and Physical Education Colleges. LNCPEs and SAI shall ensure that all Physical Education Colleges in the country have a standard syllabus and educational pattern. UGC shall help them in ensuring this. Wherever State Governments are running such colleges, they shall be run under the administrative control and supervision of Department of Sports.

Governments shall also prescribe proper qualifications in their Rules for the appointment of Physical Education Teachers and Lecturers. No course of less than one year duration shall be accepted as requisite qualification for the lowest grade of physical education teachers.

- 9) Sports equipments shall be provided to schools under 'Operation Blackboard Scheme'.
- 10) A proper fee-structure shall be designed at the school and college level to facilitate managements to raise sufficient money for meeting the requirements of equipments, maintenance of playfields, organisation of school or college meets and for arranging participation of selected students at higher level competitions. A monthly fee of Rs.3.00 per student at primary level, Rs.5.00 at middle level, Rs.10.00 at High School level, and Higher Secondary level and Rs.15.00 at University level is recommended in this regard.
- 11) It will not be possible to equip all schools with the playfields immediately. It has to be taken up in a phased manner under the Centrally Sponsored Scheme. State Government Schemes and other programmes. Construction of new playfields and improvement of existing playfields shall be undertaken under Jawahar Rojgar Yojana also. Joint Monitoring Committees comprising the authorities of Rural Development and Sports Department shall be set up at State-Level in this regard.
- 12) Centrally Sponsored Scheme of Sports Infrastructure Development shall be decentralised so that projects can be easily approved, assisted and completed. Central Government may periodically review the progress in this regard.
- 13) NCERT and UGC shall develop suitable syllabi and evaluation tests for the school and university students, with the help of LNCPE. Separate syllabi and tests will be needed to be designed for handicapped students.

- 14) Students at all levels have to undergo physical activities. They have to be tested and given marks for their performance. While failure in Physical Education need not lead to detention, the marks should be considered for all other purposes including percentage and ranking. At least 10% of the aggregate marks in each academic examination at all levels shall be fixed for Physical Education.
- 15) For each class/division in the school, college or university, one period shall be set apart every day for sports and physical activities.
- 16) Each school or college shall adopt such sports or physical activities for their students which are feasible to be organised or practiced there, keeping in mind the sports infrastructure available in the campus and near the campus. Indigenous sports and games may be preferred, as they would need very little equipments.
- 17) Both students and parents have no time to spare for sports due to the heavily loaded curriculum of other scholastic subjects. This may be reduced, so that parents and students can accept physical activities as a regular item in their life style.
- 18) Activities such as NCC, N.S.S., Adventure Sports and Yoga etc. can not be taken up during the teaching hours due to various reasons and students will have to participate in these activities, only outside the teaching hours. Thus, these activities shall be treated as extra-curricular activities only and shall not be mixed up with Physical Education Curriculum at any level. Physical Education shall start as a compulsory curricular activity at all levels including colleges and universities.
- 19) Annual competitions should be arranged compulsarily in every school and college. However, for this only those events may be adopted, in which there are infrastructural facilities available within the campus or near the campus. Every school or college shall also ensure its participation in inter-school or inter-collegiate competitions in at least two identified disciplines. Those schools or college which fail to comply with this shall be disqualified from getting any type of Government or UGC grant.
- 20) State Governments shall be instructed to revise their Rules of School Games in accordance with the revised Prize Money Scheme of SAI. This will ensure more participation and encouragement to rural area schools.

- 21) Under the District Officers of the Education Department there shall be a Gazetted Officer to monitor the Physical Education Programmes in the schools and/or colleges of the District.
- 22) No new educational institution (school or college) may be granted recognition unless minimum sports infrastructure is available in them.
- 23) A sports fund should be created in each State with the annual contributions from the State and Central Government on 50:50 basis. The annual contribution from both together shall be at least one rupee per person in the state (Total shall be worked out as per population figures of 1991 Census). This fund shall be operated by Department of Sports in the State/Union Territory Governments and administered by a Joint Implementation Committee comprising of authorities of both Sports and Education Departments. This fund shall be used to provide assistance to promote sports in the schools, colleges and universities by organising competitions, championship trophies, supplying of equipments, maintaining playfields and running coaching centres including sports hostels.
- 24) For a sports-student who is unable to take the examinations because of the participation in a coaching camp/tournament at University/State/Inter University/National/International levels, special examinations shall be arranged soon after he is back in the institution. State Governments and Universities shall ensure that such provisions are incorporated in their rules.
- 25) Physical Education shall be adopted as an optional subject for various job - oriented competitive examinations/tests, such as Civil Services Examinations. This will promote more students to under Physical Education Courses during their academic career.
- 26) Special preference shall be given to degree holders in Physical Education in the recruitment of personnel for Departments such as, Police, Excise, Customs, Forests etc.